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ABSTRACT

This junior high unit on values, decision-making, and risk-taking is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to provide students with decision making skills and to encourage students to apply these skills. (The unit is one of five in the series applicable to all twelve career clusters. For these and junior high units on individual clusters, see CE 025 738-765.) (LRA)

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OFFICE OF CLAUDE V. RICHARDSON
KERR COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#15

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

VALUES, DECISION-MAKING AND RISK-TAKING

(A Link to All Twelve Career Clusters)

OE-Oas-7564

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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September, 1977

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

VALUES, DECISION-MAKING AND RISK-TAKING

A Link to All Twelve Career Clusters

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A Link to All Twelve Career Clusters

VALUES, DECISION-MAKING AND RISK-TAKING

RATIONALE

A knowledge of one's own values is vital for career planning and decision-making. Personal values are the basis for career goals and objectives. This unit is designed to provide students with decision-making skills and to encourage students to apply these skills. It will also introduce students to the risk-taking, and help them see the importance of decision-making in the national and social histories of mankind.

GOALS

Through this unit students will develop awareness of:

- -The importance of values in decision-making.
- -The personal and unique nature of values.
- -The clarification of their own values.
- -A recognition of values in others.
- -The conversion of values into objectives when making a decision.
- -The effect of values on job choice.
- -Themselves as decision-makers.
- -The risks involved in decision-making.
- -The roles they play as risk-takers.
- -The various strategies employed in decision-making.
- -The personal and unique nature of choosing strategies to make a decision.
- -The effect personal and social restraints have on choosing strategies.
- -The responsibilities a decision-maker must accept for the results of his/her decision.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

- -Define and recognize "critical decisions."
- -Define "value."
- -Identify at least three personal values.
- -State a clear objective for each of the three personal values.
- -State three values of American society.
- -Describe the role of values in a given decision-making situation.
- -State their three most important values when deciding on career choices.
- -List and describe the four most commonly used decision-making strategies.
- -Identify the risks involved in given decision situations.
- -Describe themselves as risk-takers.
- -Identify strategies used in decision situations.
- -Correlate risk-taking tendencies to personality characteristics.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

Home, Lelane W. and Howe, Mary M. Personalizing Education: Values Clarification and Beyond. Hart, 1975.

Simon, Sidney et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Hart, 1972.

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:	MP	2198	To Be Somebody (9-12)
	FK	2704	Failure - A Step Towards Growth (9-12)
	MP	3292	Imagination at Work (9-12)
	MP	2763	Who Cops Out? (9-12)
	MP	2744	Social Animal (9-12)
	MP	2227	Jobs & Continuing Education: Ernie Rodrigues Hates School (9-12)
	MP	3650	Measure of a Man (9-12)
	MP	2199	Violence - Just for Fun (9-12)
	MP	2756	Walk in Their Shoes (9-12)
	MP	3535	Border Line (9-12)
	MP	3540	Bully (9-12)
	MP	1866	Guidance for the Seventies - Who's Responsible (6-12)
	MP	599	Leo Beuerman (6-13)
	MP	6266	Morning Star (3-12)
	MP	7323	Better Part of Your Life (new)
	MP	629	Stream (4-12)
	MP	1179	Take a Look at Yourself
	MP	682	Values Understanding Ourselves (4-8)
	MP	6447	You (4-8)

MP 3683 Vandalism - Why (4-8)
MP 699 After High School, What? (8-12)
MP 2668 Careers: Making a Choice (9-12)
MP 2674 I Never Went Back (9-12)
MP 2678 Making It In The World of Work (9-12)
MP 1169 Look at Your Future (7-12)
FS 1186 What Good Is School (7-12)
MP 2462 Your Job: Finding the Right One (9-12)
MP 2463 Your Job: Fitting In (9-12)
MP 2707 Free to Choose (9-12)
MP 2536 Mirror, Mirror (9-12)

RESOURCES AVAILABLE AT KERN COUNTY SUPERINTENDENT OF SCHOOLS OFFICE, GUIDANCE DEPARTMENT (contact Jan Wells)

Resource Ideas for Career Development in the Junior High School: English.

Resource Ideas for Career Development in the Junior High School: Guidance

Discovering You, a self-awareness instructional unit for Junior High School.

A Link to All Twelve Career Clusters

VALUES, DECISION-MAKING AND RISK-TAKING

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

   Take the written pretest to find out how much you already know about Values, Decision-Making, and Risk-Taking.

2. DECISIONS ... DECISIONS ... DECISIONS

   From the moment your alarm clock rang this morning, you have been involved in decision-making. The very first decision was whether or not to get up on time. Some decisions are harder than others; some are more important, critical; they represent a clear choice between alternatives which is not likely to be available repeatedly. But even the decisions which are not critical form a pattern in our lives. Keep a log of your decisions for today. Include the time, setting, and type of decision. Your paper will look like this:

TIME	ACTIVITY	DECISION
7:00 a.m.	Alarm clock woke me	To get up on time
7:15	Got dressed	What to wear for school
7:30	Breakfast time	Whether to skip breakfast

3. WHAT DO YOU VALUE?
   (Adapted from Howe and Howe, Personalizing Education.)

   When a person makes a decision, it is usually made in order to bring about results he desires, and/or to avoid results he does not desire. In any case, a person must know what he values (prizes, cherishes, cares about) in order to know what he wants. Begin by making a list of things you value. This is a private list and you do not need to share any items on it unless you wish to. Try to have at least thirty items on your list. Use the "I Value ..." worksheet included with this unit to record your list and code it.

   What did you learn about yourself through this exercise? Be prepared to share some items from the list in an "I learned" discussion.

4. VALUES AND DECISION MAKING

Use the following questions as a guide in a group or class discussion:

How do the following decisions involve a person's values?

_____ Choice of boyfriends and girlfriends

_____ Choice of a career

_____ Choice of recreation

_____ Choice of college

How would you rank these decisions in importance?

Would everyone rank the decisions the same way? Why?

5. VALUES AND DECISION-MAKING

We make many decisions every day. Some are easy to make; some seem very difficult. All decision-making involves some sort of risk; "win some, lose some," we say. Since we can never predict the exact outcomes of our decisions, we make them on the basis of our values--the things in life which are most important to us. Each of us has our own values. For some, having as many friends as possible might be an important value; others may value family, or money, or success in school most highly.

Keep a log of the decisions you make during the next week. Include a brief description of the situation, a list of alternative solutions with the risks and values involved in each. Use the "Decision-Making Journal" included in this unit, to keep your record--a sample entry is included there to help you get started. Include your own evaluation of the decision after you have experienced the outcome. Save this log for the post test at the end of this unit.

YOUR CHOICE:

6. "WHAT YOU DO SPEAKS SO LOUDLY I CAN'T HEAR WHAT YOU'RE SAYING!"

What does this statement mean to you? If someone says that he/she values a certain thing or idea, then acts in a different way, which do you believe? With a friend, act out a situation in which someone's stated values conflict with their actions. (You might, for example, present a situation in which a student says he/she values a healthy body and good nutrition, but has soft drinks and doughnuts for lunch.)

7. PROUD WHIP (Adapted from Simon, Howe and Kirschenbaum, Values Clarification)

Your pride in your possessions, beliefs is an important part of the valuing process. What you feel good about indicates a basis for future decisions. In a small group or class group, with your teacher's leadership, participate in a PROUD WHIP. In response to a question, each member of the group answers "I'm proud of ..." or "I'm proud that ..." Anyone is free to pass if he/she wishes.

Some possible questions:

a. What is something you are proud of that you can do on your own?

b. What are you proud of that has to do with school?

c. What are you proud of about your gift giving?

d. What are you proud of in relation to your family?

8. VALUES AND CAREERS

Different people choose different careers because of their values. Here is a list of values which are commonly held. List at least one career which you feel corresponds to each of these values:

Opinion of others _____
Prestige and recognition _____
Helping others _____
Immediate pleasure _____
Family _____
Honesty _____
Creativity _____
Independence _____
Money _____
Education _____
Responsibility _____

10

9. VALUES IN PRINT AND ON THE SCREEN

When we read a magazine or book or watch TV or a movie, we are looking at values. What values are apparent in some of the materials close around us?

a. Look at some magazines written to appeal to junior high students. What values are apparent in the headlines and articles? In the advertisements? Bring clippings from at least one magazine to class and talk to your class or a small group of students about the values expressed there.

b. Look at several sections of your daily newspaper. Is there a difference in the values emphasized in different parts of the paper? What values are stressed? Bring clippings and headlines to support your answers.

c. What values are stressed in TV commercials? Watch several commercials and report on the values you see there.

10. CHOOSE A JOB TO MEET PERSONAL NEEDS

Here are twelve common personal needs that have been identified with career choice and job satisfaction. List in order as they seem important to you the twelve common personal needs that have been identified with career choice and job satisfaction.

Recognition and praise a. _____

Mastery and achievement b. _____

A sense of belonging c. _____

Control and direct others d. _____

Desire to help and serve e. _____

Self-expression f. _____

Income level g. _____

Personal values h. _____

Dependence on others i. _____

Creativity and challenge j. _____

Steady income k. _____

Independence l. _____

I would be happy if I could choose a job that will _____

_____

Some jobs that I believe I would be happy with are _____

_____

11. A LOOK AT YOURSELF

Take a cardboard cylinder (such as from a paper roll) and make a collage. On the outside, put pictures representing how others view you. On the inside, put pictures representing things about yourself. Have a class discussion, then take any from the inside that can now be put outside.

12. WHAT'S YOUR OBJECTIVE?

Changing values into objectives is a helpful skill in decision-making. An objective is a personal goal. Something you want (to have, to do, to feel) for yourself. It is easier to accomplish an objective if you can say clearly what it is.

A clear objective indicates exactly what is to be done, and gives a time by which it should be done, and can be judged as to whether it has been reached. A personal objective might be stated this way:

> "I want to improve my tennis skills and become a skillful tennis player. By Fall, 1976, I will have entered three tennis tournaments and won three matches in at least two of them."

List three personal objectives for yourself. With each objective, describe some possible actions to reach the objective.

13. MONEY AND SECURITY

Some jobs can offer the opportunity to earn a lot of money; some offer security, steady work over a long term. Often the choice between money and security presents a conflict; a person may be interested in a job which offers one or the other, but not both. Pretend that you are looking for a job. Which one of these would you choose?

a. A job which pays quite a low income, but which you are sure of keeping.

b. A job which pays a good income, but which you have a 50-50 chance of losing.

c. A job which pays an extremely good income if you do well in it, but in which you lose almost everything if you don't do well.

In a small group discussion, discuss your responses:

1. Which was the most popular response? Why?
2. Which was the least popular response? Why?
3. Which answer do you think your parents would choose? Why?
4. State your reasons for making your choice?
5. Can you think of a situation in which you would choose differently?

14. BRAINSTORMING FOR ALTERNATIVES

Sometimes people make decisions without ever being aware that they are making them; they have not considered alternative courses of action which are available to them. BRAINSTORMING is an important part of decision-making; it involves listing <u>all</u> possible courses of action without commenting on them or rejecting any. No idea is omitted from brainstorming, and building on other people's ideas is encouraged. With a small group of other students, or with the members of your class, brainstorm for alternative solutions in these situations.

a. Julie is fifteen and a ninth-grader. She loves bicycling and has a good bicycle. Julie would like to join a month-long American Youth Hostel bicycle trip up the Pacific Coast this summer. The trip costs $300.00. Although Julie's parents would like for her to go on the trip, they have two younger children and they already have bought her the bicycle. They feel that it wouldn't be fair to the other children if they gave her money for this, too. Julie does well in art and Consumer and Family Studies courses in school. She has never been paid for working except for some occasional babysitting. What are some alternative solutions in Julie's situation? It is now March 1; she needs the money by July 1. Be as specific in your suggestions as you can; if Julie needs to get a job, she will need a specific job suggestion.

b. Al is in tenth grade and thinking about dropping out of school. He will be sixteen in another three months, and thinks he could get a job in his uncle's gas station. There he would earn enough money to buy the car he really wants. Al doesn't enjoy much in school except for shop courses and doesn't see what use two more years of English and social studies will be to him. Al needs to think about alternative solutions in his situation; brainstorm as many as possible for him.

c. Mario is about to graduate from high school with an excellent academic record, especially in science. He has always dreamed of becoming a doctor and working with the poor people in the barrio. Mario has been admitted to the University of California and could begin his pre-med studies there in the fall, but he would have to pay tuition. His family has very little money; in fact, Mario's father thinks that the college business is nonsense and that he should go to work right now to help support the family. What are some alternative solutions in Mario's situation?

15. STRATEGIES IN THE NEWS

Current events tell us about the decisions people are making now, and the effect those decisions have on other people. Elected officials, generals, presidents of large corporations make decisions whose consequences affect you and me. Find three newspaper articles which report decisions. Read the article carefully and look for the considerations which might have lead to that decision. Which strategy do you think the decision-maker might have used? Share your articles and your reactions in a class discussion.

16. STRATEGIES AND DECISION-MAKING

As each person makes decisions and learns to live with the outcomes of those decisions, he/she develops a style or plan by which decisions are reached. We call these the decision-making strategies, and a few of the most commonly used strategies are:

Wish strategy:	Choice of the alternative that could lead to the most desirable result, regardless of risk.
Escape strategy:	Choice of the alternative that is most likely to avoid the worst possible result.
Safe strategy:	Choice of the alternative that is most likely to bring success; has highest probability.
Combination strategy:	Choice of the alternative that has both probability and high desirability.

As a person learns to use these strategies in decision-making, they become a part of his/her personality. Read the following description of John and the decision he must make. What decision would he be most likely to make, using each of the four strategies? Choose one of the four most common risk-taking strategies and write John's thoughts and feelings as he makes his decision.

OR

Act out John's decision as he makes it. Tell what you are thinking and feeling as you arrive at your choice. Have other members of a small group or of your class tell which strategy you are using.

John is a senior in high school and is choosing a college for next year. He is applying to various colleges for next year. He is a good student and qualifies for admission to Name U., an outstanding, well-known university in a nearby city as well as for admission to the state university system, any of the state colleges or the local community college.

John barely qualifies to enter Name U. but he has been offered a scholarship there because he has been accepted on the basketball team. John has applied to and been accepted at four colleges: Name U., State University, State College and Community College.

John knows that his decision is an important one and he must choose from four very clear alternatives. He wants very much to get a college degree and his greatest dream is to graduate from a well-known college. What John dreads most of all is to drop out or fail at college.

According to John's abilities, past performances and test results, his best chance of success is at the State College and the Community College runs a close second. The State University is a more distant third and the Prestige University ranks fourth with a higher degree of risk.

Applying the four strategies to the decision, how does John choose? Why?

17. TAKE A POLL...

Risk-taking tendencies lead different people to make different choices in the same or similar situations. Take a poll among classmates or friends. Read this description of a situation to them:

> Imagine that a friend gives you $10.00 and invites you to play a game of chance. You can play only once. If you lose, you lose the $10.00. Here are your alternatives:
>
> 1. If you win, you get $1,000.00. Your chances of winning are 1 in 100.
>
> 2. You do not play at all, and keep the $10.00.
>
> 3. If you win, you get $20.00. Your chances of winning are 1 in 2.
>
> 4. If you win, you get $50.00. Your chances of winning are 1 in 5.

Keep a tally of your friends' choices in the game. Which was the most popular alternative? The least popular? What factors seemed to influence people's decisions?

18. POST TEST

Use your Decision-making Journal to find out about your own use of strategies. Go back over your decisions, and see if you can find which strategy you used in each situation. Is there one strategy which you use most commonly?

Then take the post test to find out how much you have learned about values and decision-making strategies.

I VALUE . . .

Keep a list of items that you value. When you have finished, code your list like this:

O - Beside all items that are things you own
L - beside all items that are living things
P - Beside all items that are persons
$ - Beside all items that cost $3.00 or more each time you do or use them
V - Beside all items that are values like freedom, love of country, etc.
C - Beside all items that are character traits like honesty, forgiveness, etc.
M - Beside items you think that your mother also values
F - Beside items you think that your father also values
W - Beside items that you have worked hard to obtain

ITEM	CODINGS						
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							

DECISION-MAKING JOURNAL

SITUATION	ALTERNATIVE SOLUTIONS	RISKS INVOLVED FOR EACH SOLUTION	VALUES INVOLVED	EVENTUAL SOLUTION	WAS IT A GOOD CHOICE?
Example:					
Go to the movies with friends OR babysit for Mrs. Jones	1. Go to movies	No more jobs from Mrs. Jones	Money, dependability	?	?
	2. Babysit	Friends will go without me; I'll lose their friendship; I'll miss a fun time	Friends, pleasure		

VALUES, DECISION-MAKING AND RISK-TAKING

Pretest and Post Test

List four decisions you've made today.

1. _____ 2. _____

3. _____ 4. _____

5. A decision does not exist unless there is more than one course of action or choice to consider.

   (Circle one) TRUE FALSE DON'T KNOW

6. A person with good decision-making skills has greater control over his life.

   (Circle one) TRUE FALSE DON'T KNOW

7. A value is something you

   _____

8. Values can't be absolutely right or wrong.

   (Circle one) TRUE FALSE DON'T KNOW

9. Values are learned.

   (Circle one) TRUE FALSE DON'T KNOW

Which of the following decisions involve a person's values?

10. Choice of high school classes YES NO DON'T KNOW

11. Choice of jobs YES NO DON'T KNOW

12. Choice of after-school activities YES NO DON'T KNOW

13. Choice of boyfriends or girlfriends YES NO DON'T KNOW

14. There is no right answer for everyone facing the same decision.

    (Circle one) TRUE FALSE DON'T KNOW

15. What a person says tells more about his values than what he does.

    (Circle one) TRUE FALSE DON'T KNOW

16. Most decisions do not involve an element of risk.

    (Circle one) TRUE FALSE DON'T KNOW

17. Values play a role in risk-taking.

(Circle one) TRUE FALSE DON'T KNOW

What are your three most important values?

18. _____

19. _____

20. _____

21. A person can have two values that conflict.

(Circle one) TRUE FALSE DON'T KNOW

What values might be involved in the following decisions?

22. Skipping school to go to the beach.

Value _____

23. Studying hard for a test.

Value _____

24. Working at a job you don't like.

Value _____

25. Giving up smoking.

Value _____